



# UNIVERSIDAD DE LA RIOJA

## TRABAJO FIN DE ESTUDIOS

Título

EFL Spanish students' attitudes towards New Englishes and their specific vocabulary

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Titulación

Máster Universitario de Profesorado, especialidad Inglés

Departamento

FILOLOGÍAS MODERNAS

Curso académico

2019-20



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**Trabajo de Fin de Máster**

# **EFL Spanish students' attitudes towards New Englishes and their specific vocabulary**

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**UNIVERSIDAD  
DE LA RIOJA**

**AÑO ACADÉMICO: 2019/2020**



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## **Abstract**

English is spoken by millions of people and these figures seem to be increasing over the years. Because of the total amount of speakers, English is sometimes considered as an International Language (EIL): a global and common variety of the language that connects both its usage purposes and intercultural communication. However, the varieties on which English Language Teaching (ELT) is based throughout the world follow the standards of the British and American main accents. Learners do not usually know about the existence of other forms of this language that are equally acceptable. The main purpose of this research project is to analyse learners' attitudes towards different English varieties, with a special look into the level of vocabulary. It is aimed towards the development of students' intercultural competence (IC) through language learning. The participants of this study will be a group of 50 Spanish high school students from 3<sup>rd</sup> of ESO. The expected results seem to indicate that students are more used to British and American English varieties and that they think those varieties are more professional than others. This study highlights the need for further research on learners' attitudes to varieties and their specific vocabulary as well as the increase of intercultural representation in ELT.

**Key words:** English as an International Language (EIL), English Language Teaching (ELT), attitudes, English varieties, vocabulary, Intercultural Competence (IC)

## **Resumen**

Millones de personas hablan inglés, y esa cifra parece aumentar con el transcurso de los años. Debido a la cantidad total de hablantes, el inglés suele a veces considerarse como lengua internacional (EIL): una variedad global y común del idioma que conecta la finalidad de su uso con la comunicación intercultural. Sin embargo, las variedades en las que se basa la enseñanza del inglés en todo el mundo siguen los estándares de la variedad británica y la americana. Los estudiantes no suelen conocer otras formas de esta lengua que son igualmente aceptadas. El objetivo principal de este proyecto de investigación es analizar las actitudes de los estudiantes hacia las diferentes variedades de inglés, con un enfoque específico en el nivel de conocimiento de vocabulario. El

propósito de este estudio es el desarrollo de la competencia intercultural (CI) de los estudiantes a través del aprendizaje de idiomas. Los participantes en este estudio serán un grupo de 50 estudiantes españoles de 3º de ESO. Los resultados esperados parecen indicar que los estudiantes están más acostumbrados al inglés británico y americano, y que piensan que esas variedades son más profesionales que otras. Este estudio resalta la necesidad de seguir investigando sobre las actitudes de los estudiantes hacia las variedades y su vocabulario específico, así como la de aumentar la representación intercultural en la enseñanza del inglés.

**Palabras clave:** Inglés como lengua internacional (EIL), Enseñanza del inglés, actitudes, variedades del inglés, vocabulario, Competencia Intercultural (CI)

## **1. INTRODUCTION**

English has gradually become one of the most spoken languages in the world. However, according to Crystal (2003) that is not the main reason for a language to become a global language: "There is the closest of links between language dominance and economic, technological, and cultural power, too, and this relationship will becoming increasingly clear as the history of English is told." (p. 7). This means that there should be a connection between the speakers of a language and its use in the world, so that it can be considered as a global language. Moreover, since English is spoken through numerous countries around the world, there are also various varieties. Nonetheless, only those varieties of English that are spoken as a mother tongue were considered appropriate for second or foreign learners (Richards, 2015). This fact seems problematic with a language that has such a wide range of speakers in the world, and that represents so many varieties of cultures and identities. It is for this reason the concept of English as an International Language (EIL) is used to address a common and global variety (Matsuda, 2003 & Richards, 2015). The purpose of this research project is to analyse how different varieties of English, and their specific vocabulary, are perceived by foreign language learners in a high school in La Rioja (Spain). Even though English is commonly thought to be a means to know about other people and their cultures, English Language Teaching (ELT) is still mainly focused on the British and American standard varieties. This dissertation aims to broaden the representation of English in ELT by analysing students' knowledge and attitudes towards other varieties.

This study is divided into 7 chapters. After this introductory section, chapter 2 depicts the literature review on which this research is based. Then, chapters 3 and 4 deal with the methodology that has been followed, the expected results and the discussion. Chapter 5 presents the conclusions that have been drawn during the whole dissertation process. Finally, chapters 6 and 7 are devoted to the references cited throughout the document, and to the appendices, respectively.





## **2. LITERATURE REVIEW**

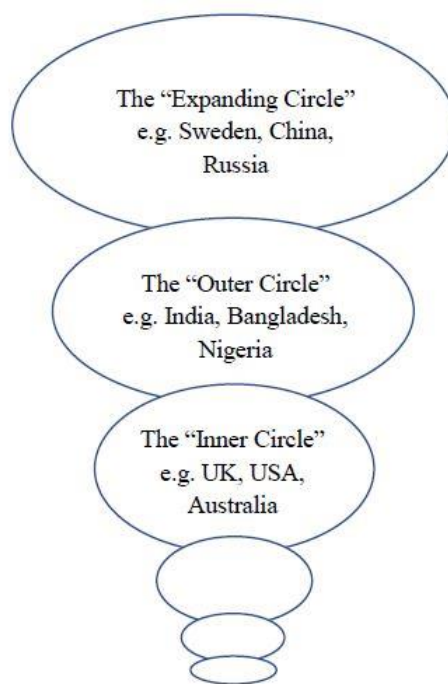
The purpose of this section of the paper is to provide with a general view about English varieties and the importance of taking them into consideration for language teaching and learning. It also aims to offer an explanation for the concepts of English as an International Language (EIL) and Intercultural competence (IC), and their role in Foreign Language Teaching (FLT). Finally, several studies on students' attitudes towards standard varieties and other English varieties will be analysed.

### **2.1. Varieties of English: the “Three Circles”**

The English language is more complex than it may first seem. As Richards (2015) explains, “there is no such a thing as ‘English’: there are only ‘Englishes’ – or different ways of using English.” (p.11). ‘English’ should not be thought of one only representation of the language but of a compilation of its different versions depending on numerous factors such as nationality, gender and culture (Richards, 2015). This is the reason for the existence of different varieties of the same language. Variety can be understood as a specific form of language, and it affects every level including lexicon, phonology and grammar (Eriksson, 2019). These distinct ways of speaking the language allow the portrayal and identification of other cultures apart from those communities where standard English is used.

#### **2.1.1. *The “Three Circles”***

The expansion of English is often alluded in connection to Kachru's three Concentric Circles: the Inner Circle, the Outer Circle and the Expanding Circle (Kachru & Smith, 2008; Richards, 2015). This classification is organized according to the status of English in the country (see Figure 1).



*Figure 1. Kachru's model (1992) adapted by Eriksson (2017, p. 5)*

The Inner Circle includes those countries whose mother tongue is English, such as Australia, the United States and the United Kingdom (Richards, 2015). The Outer Circle is used to describe those countries in which English is not the first language, but it is used widely through different media like education or government (Richards, 2015). To this group belong India, Malaysia and many others. Finally, the Expanding Circle involves the countries in which English is taught as a foreign language, and although it is used for certain purposes, it is not so spread (Richards, 2015). Some countries that are included in this group are China, Russia and Spain, among many others worldwide. In figure 2 (Kachru & Smith, 2014) a specification of the contexts in which English is used regarding the Three Circles can be observed. While English in the Inner Circle is used for every function in the country (advertising, government, newspapers, scientific research, social interaction etc.), it can be seen that those functions are less towards the further parts of the that first circle. In the Outer Circle, English is not used – or its use is not as relevant as it is in English-speaking countries – for advertising purposes, the government, or for social interaction. Finally, in the Expanding Circle English is used in less contexts than in the Outer Circle. In these countries, English is mainly used as an access code, for its linguistic impact and for literary renaissance; however, it is sometimes used to some extent for the other functions listed in figure 2.

Functions of English in the Three Circles			
<i>Function</i>	<i>Inner Circle</i>	<i>Outer Circle</i>	<i>Expanding Circle</i>
Access code	+	+	+
Advertising	+	+/-	+/-
Corporate trade	+	+	+
Development	+	+/-	+/-
Government	+	+/-	-
Linguistic impact	+	+	+
Literary creativity	+	+	+/-
Literary renaissance	+	+	+
News broadcasting	+	+	+/-
Newspapers	+	+	+/-
Scientific higher education	+	+	+/-
Scientific research	+	+	+/-
Social interaction	+	+/-	+/-

+ signals use in the domain; - indicates no use in the domain; +/- points to the use of English along with other languages in the domain.

Figure 2. Functions of English in the Three Circles (Kachru & Smith, 2014, p. 7)

However, there are also some scholars that put this categorization to a test (Schmitz, 2014). Schmitz (2014) defends that the limits in the three circles are no longer so clear, “all the circles have immigrants due to diasporas and movement of peoples from one place to another.” (p. 403). He explains that due to migration, the three circles are becoming more similar to one another, making it difficult to classify varieties following Kachru’s model. Therefore, despite being a practical way of organizing and understanding the different varieties of English, nowadays it may not be that effective. It could be used as a starting point for carrying out a research project, but other factors should be taken into consideration.

In order to illustrate how the expansion of English has direct consequences in the formation of new types of English, the following section will offer a general view of English varieties in relation to lexical changes.

### 2.1.2. Main lexical features of New Englishes

According to Crystal (2003), the concept of “New Englishes” refers to the spread of English and the development of new types of English, the varieties that had been studied the most were American and Australian English. However, Crystal (2003) argued that language evolved differently in non-native contexts than it did in native settings. Some of the changes that affect languages are based on grammar and vocabulary. In regard with vocabulary, as Crystal (2003) explained, “the amount of borrowing is also influenced by the number of cultures which co-exist, and the status which their languages have achieved” (p. 159). Therefore, in countries where more cultures and languages, or varieties of

languages, are in contact, it is more likely for new borrowings to happen. However, Crystal (2003) also claimed that even though the use of these words may be localized in certain places, the effect that they have over the language is still important. Words are used more frequently, winning sometimes, due to their use, a place in the dictionary of that language. Kachru and Smith (2008) followed a similar view. They claimed that dictionaries played an important role on the description and standardization of a language. It is a way of giving credit to that language so as to make it official (Kachru & Smith, 2008). More changes could be susceptible of happening among varieties outside the Inner Circle (Kachru & Smith, 2008). The settings in which English is used as a foreign language may need for certain words that do not exist in the standard varieties; therefore, these words are adapted and are part of new types of English. This phenomenon has been one of the causes for the increasing popularity of the concept of English as an International Language. The following section will discuss the importance of English as an International Language (EIL).

## **2.2. English as an International Language (EIL)**

The increasing number of people that speaks English as a second language is reinforcing the fact that English does not only belong to native speakers only (Llurda, 2004; Alsagoff, 2012). This claim supports the importance of taking into account the varieties that have been born in the different countries where it is spoken. Moreover, it brings up the concept of English as an International Language (EIL). The term EIL represents the use of English in contexts in which non-native speakers interact not only with native speakers, but also with other non-native speakers (Llurda, 2004). This term, along with others like English as a Lingua Franca (ELF) have been spreading and becoming more important over time (Llurda, 2004). Nevertheless, it does not necessarily imply to impose one variety as global but to understand the existence of a general code that enables communication between non-native speakers of a language (Llurda, 2004; Holliday, 2009).

Due to the large number of non-native English speakers, which is in fact bigger than that of native speakers, scholars and teachers have been using the concept of EIL more frequently (Llurda, 2004). However, it should not be mistaken with a specific variety of English. Kachru and Smith (2008) defended that it was not a

term that they would use with that meaning. They said that English was not just a language commonly used for certain purposes, that, in fact, it went far beyond and included cultural aspects. Sharifian (2009) agreed to Kachru and Smith's view. According to Sharifian (2009), some scholars use the term "International English" in relation to EIL as if it was one particular English variety; conversely, what the term EIL aims to do is to highlight that even though English consists of such a wide number of varieties, English "is a language of international, and therefore intercultural, communication." (Sharifian, 2009, p. 2). It is a tool for communication between different cultures and societies. It is something that many communities have in common and that enables them to broaden their knowledge about each other as well as to open the doors to values like respect. Furthermore, as Canagarajah (2014) defends, what matters the most it is not the formal aspects of the language that countries share, but how speakers are able to adapt their speech so it can be understood by the other participants in the act of communication.

Nonetheless, although English is so widely learned by non-native speakers, it is still taught as a language from the inner circle, especially based on American and British varieties (Matsuda, 2003). One of the countries that can be added to this group is Japan. Matsuda (2003) defended the teaching of EIL and the inclusion of other varieties of English through the world; conversely, he acknowledged that teachers in Japan still taught this foreign language as the variety used by English-speaking countries. According to Matsuda (2003), textbooks that were approved by the ministry of education were all focused on the American variety. Moreover, he also pointed out that the characters in those books were mainly from English-speaking countries or from Japan; therefore, dialogues were only between native speakers or Japanese speakers of English. Matsuda (2003) defended that by focusing only on varieties from the inner circle, some important aspects of language teaching and learning were left aside. If students only learn inner-circle varieties of English, they will not be facing real communication needs nor will they comprehend the language as a whole (Matsuda 2003). In addition, learning about other varieties also includes acquiring knowledge about the History of English: how it has changed throughout the years, its functions and its users, etc. (Matsuda, 2003). Therefore, in order to share that knowledge to students, changes in how the language is taught must be made.

A way to connect the importance of other varieties of English, the concept of EIL and the cultures that are represented by them is working on students' Intercultural Competence (IC). The following section of this literature review will refer to some researchers that have studied + the essential elements of IC and its implications for ELT. Then, in relation to this perspective of language teaching, the representation of different English varieties in ELT textbooks from different countries will be explored.

### **2.3. Intercultural Competence in ELT**

The dimension of language teaching that focuses on learning about other cultures and societies is included in the development of students' sociocultural competence. ELT has broadened its focus from only working on improving learners' communicative competence, and teachers must consider in their practice the intercultural communicative competence (Sercu, 2005).

Byram (1997) explored the term of Intercultural Competence in ELT, and his study set the path for future research on the topic (Sercu, 2005; Liddicoat & Scarino, 2013). In order to offer a deeper perspective of the concept of Intercultural Competence, Byram (1997) first distinguished between the terms of "tourist" and "sojourner". These two nouns named the two roles that foreign language learners can adopt when they use a different language from their own. The role of the tourist was based on tourism popularity among Western countries which, even though had great positive economic consequences, did not imply a cultural connection between speakers and communities (Byram, 1997). On the other hand, the role of the sojourner did imply a development in the speaker. The sojourner makes use of prior knowledge, and also questions their beliefs and behaviours. The sojourner's approach can result in social change (Byram, 1997). This approach is completely opposite to the tourist's perspective who prefers society not to change so that their journey would not lose its purpose. The tourist wants to improve their knowledge about that society but does not let this experience be transformed into a personal change (Byram, 1997).

According to Byram (1997), Intercultural Communicative Competence (ICC) is what is required for adopting the sojourner role. He claims that even though ICC is also developed through other subject areas in education like geography or foreign language teaching (FLT), it sets its focus on learning about others through

a different language. FLT does not only imply an exchange of information between speakers, it also entails communication which means that the message and the context should be understood (Byram, 1997).

Sercu (2005), who based his study on Byram's work, explained that Intercultural Competence (IC) consisted of five main components or "*savoirs*". As cited in Sercu (2005) these *savoirs* were proposed by Byram (1997). Sercu organized those components into the table in figure 3.

<i>Knowledge</i>	<i>Skills/behaviour</i>	<i>Attitudes/traits</i>
<ul style="list-style-type: none"> <li>• Culture specific and culture general knowledge</li> <li>• Knowledge of self and other</li> <li>• Knowledge of interaction: individual and societal</li> <li>• Insight regarding the ways in which culture affects language and communication</li> </ul> <i>Savoirs</i>	<ul style="list-style-type: none"> <li>• Ability to interpret and relate <i>Savoir-comprendre</i></li> <li>• Ability to discover and/or interact</li> <li>• Ability to acquire new knowledge and to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction</li> <li>• Metacognitive strategies to direct own learning <i>Savoir-apprendre/ savoirs-faire</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attitude to relativize self and value others</li> <li>• Positive disposition towards learning intercultural competence <i>Savoir-être</i></li> <li>• General disposition characterized by a critical engagement with the foreign culture under consideration and one's own <i>Savoir-s'engager</i></li> </ul>

Figure 3. Components of intercultural competence (Sercu, 2005, p. 3)

As it can be observed in figure 3, these elements can be classified into three dimensions: knowledge, skills/behaviour and attitudes/traits. Regarding the first aspect, those *savoirs* deal with information related to a specific culture (Sercu, 2005). The second dimension, Skills/behaviour, refers to learners' constant process of development and the concept of autonomous learning. It also includes the ability to act respectfully in intercultural situations (Sercu, 2005). Finally, the dimension of attitudes/traits concerns the learner's participation or involvement in the foreign culture following a critical view. These ideas are key to a successful teaching and learning development. However, it should be taken into consideration that they should be worked on together in order to achieve effective results.

A few years after the publication of Sercu's work, Liddicoat and Scarino (2013) offered their definition for cultural competence, which can be useful to understand the concept of intercultural competence. Liddicoat and Scarino (2013) defined



cultural competence as the knowledge about a country in which is included the country's language, its society, and its values. Having this in mind, a teaching practice that follows intercultural approach "... focuses on languages and cultures as sites of interactive engagement in the act of meaning-making and implies a transformational engagement of the learner in the act of learning." (Liddicoat & Scarino, 2013, p. 49). In other words, while students learned or used the language should also be able to explore other cultures and other societies.

Intercultural competence it is a concept that is dealt with in the Spanish educational regulations. It is introduced in the description of the key competences that students should develop during their compulsory secondary education. These key competences are the following: Linguistic Communication Competence, Mathematical Competence and Basic Competences in Science and Technology, Digital Competence, Learning to Learn Competence, Social and Civic Competences, Sense of Initiative and Entrepreneurship, and Cultural expressions and awareness (*Orden ECD/65/2015*). One of the competences that should work on the students' IC is Linguistic Communication competence. According to *Orden ECD/65/2015*, this competence enables the acquisition of cultural knowledge as well as interaction with other cultures which in turn is closely linked to language teaching. The other competence that address IC is Social and Civic Competences. It is, then, essential for students to understand the intercultural dimensions of European societies as it is to develop a positive attitude towards others based on respect to other cultures, languages and people (*Orden ECD/65/2015*).

Furthermore, it is also mentioned in the introduction to the subject of First Foreign Language in Compulsory Secondary Education (*Real Decreto 1105/2014*). In this introduction, it is said that the contents which students should acquire during this period involve the development of certain competences that enable them to take part in situations from very different contexts and situations which are a stimulus to their development (*Real Decreto 1105/2014*). This assertion is grounded with the principles of working on the students' plurilingual and intercultural profile (*Real Decreto 1105/2014*). It is also tackled in the specification of contents throughout the four years of CSE as well as Baccalaureate.

Moreover, intercultural competence is also closely linked to plurilingualism and pluricultural competence. In a conference he gave in Kyoto in 2008 (Kyoto-U OCW, 2009), Byram said that plurilingualism, or proficiency in several languages, was normally understood as the ability to speak two other languages apart from one's mother tongue. However, Byram did not agree with this definition. He gave the example of a Basque speaker from Spain who spoke Basque as a first language but also spoke Spanish, and who probably spoke English as a foreign language. If the definition mentioned before was to be followed, this person would not be a plurilingual speaker (Byram in Kyoto-U OCW, 2009). Nonetheless, as Byram later added, the Common European Framework of Reference (CEFR) offered a different perspective. When the CEFR addressed the topic of proficiency in several languages and cultural competence, it talked about plurilingual competence and intercultural competence (Byram in Kyoto-U OCW, 2009). In other words, the CEFR did not speak of languages proficiency in terms of the mother tongue and two other languages, it talked about plurilingualism in a more general view. In this sense, plurilingual competence would imply the ability to speak more than one language, but, not necessarily, with the same level of proficiency; therefore, plurilingual is someone who speaks more than one language or language varieties (Byram in Kyoto-U OCW, 2009). Moreover, Byram defended that plurilingualism was a way of representing languages as a whole compound in one's mind and not as different "compartments" (Kyoto-U OCW, 2009). It means being able to build a communicative competence between speakers whose first languages are different in order to interact and comprehend each other (Byram in Kyoto-U OCW, 2009).

Furthermore, plurilingualism should not be mistaken with multilingualism. Both terms could seem to have the same meaning since both their roots meaning "more than one"; however, they stand for two different concepts (Byram in Kyoto-U OCW, 2009). Multilingualism is used in CEFR to refer to geographical spaces as for instance a country. To illustrate this statement, Byram said that Japan was a multilingual country because there are other languages spoken apart from Japanese – and varieties of Japanese too. This means that even in the case that every individual in Japan was monolingual, the country still would be multilingual (Byram in Kyoto-U OCW, 2009).

Developing intercultural competence and plurilingual competence consists in making use of previous sociolinguistic knowledge, improving one's perception of different languages, and also includes the way learners interact with others and face new circumstances (Coste et al. 2009). Marshal and Moore (2013), based on an article published Moore and Gajo in 2009, said that "the *plurilingual speaker* is understood as a social actor who develops a repertoire made up of various languages and varieties of languages and different form of knowledge." (p. 474). Plurilingualism sets its principles on both linguistic and social factors. It implies making use of prior knowledge about those languages – and varieties of languages – as well as adapting that knowledge according to the social context in which the languages are spoken.

English, and all languages, is a representation of many different countries and their cultures, traditions and communities; therefore, learning about other varieties that differ from the standard ones may improve students' development of this competence. Since textbooks are one of the most common teaching support materials, it is important to explore how Intercultural Competence and English varieties are represented in ELT textbooks.

### *2.3.1. English varieties in EFL Textbooks*

Textbooks have been traditionally at the beginning of every teaching practice (Llidoat & Scarino, 2013). However, even though it is useful to have a resource to support the learning process, textbooks can also present some problems. These problems emerge due to textbooks' failure to adapt to the specific contexts and needs of language learners (Llidoat & Scarino, 2013). It is through their textbooks that students get to learn about other cultures and societies (Sercu, 2005; Kumaravadivelu, 2012; Liddicoat & Scarino, 2013; Canga Alonso & Cifone Ponte, 2015); conversely, English learners are not normally exposed to other varieties. This could be linked to what Kumaravadivelu (2012) described about center-based textbooks. He claimed that even though center-based textbooks were based on Western cultures, these textbooks were still very popular in education in many countries around the world. According to Kumaravadivelu (2012), global textbooks in which materials could be added in order to represent a more local view were being produced; nevertheless, "global textbooks remain centrally controlled and continue to cater to the preservation of the native-speaker

episteme.” (Kumaravadivelu, 2012, p. 21). Even though it could seem that there was an intention of including – or at least opening to – other views and cultures, it seems as if it were only focused on increasing sales and not on improving intercultural representation.

In several countries research has been done in order to evaluate what content is presented in English textbooks in relation to its varieties. Georgievska (2000) examined how vocabulary and cultural competence were represented in a textbook used for ELT in the Republic of Macedonia. The study concluded that that textbook was mainly based on language learning and not on developing cultural competence. Knowledge about English speakers was superficial and based on native English speakers. Moreover, regarding language learning, the attention was drawn to its basic, structural form (Georgievska, 2000). Therefore, it could be said that standard varieties of English were used as models for language teaching.

Two years after Georgievska’s study, Decke-Cornill (2002) published an article with the purpose of reconsidering the traditional relationship between language and culture in Germany. In this article, she claimed that the spread of English through the world and its consideration as lingua franca (EFL) had also affected ELT. Decke-Cornill (2002) pointed out that British English was the variety that was first taught to German students. In the 1960s the American variety was included, and years later, some Australian material was added to German textbooks. However, Decke-Cornill (2000) said that teachers that came to her seminars did not consider English as a lingua franca in their teaching practice. Moreover, she claimed that ELT was still focus on the British variety mainly and to some degree on the American variety. Even though post-colonial and immigrant writing was included in ELT, it was very superficially addressed (Decke-Cornill, 2000).

Kopperoinen (2011) conducted a study which aimed to explore the representation of non-native accents in Finnish ELT textbooks. Figure 4 illustrates the relationship between percentages for the different varieties. In the two textbooks that were put to the test for this experiment, the main varieties that were used for language teaching were those of the Inner Circle. In the first textbook, *Culture Café* “CC”, can be seen that there is some representation of varieties from the Expanding circle; however, this representation is barely visible

in the results of the second textbook, *In Touch* “IT”. Only a 3% of the samples were from non-native speakers (Kopperoinen, 2011). Therefore, this research showed that most of the material used in Finnish textbooks was from native accents.

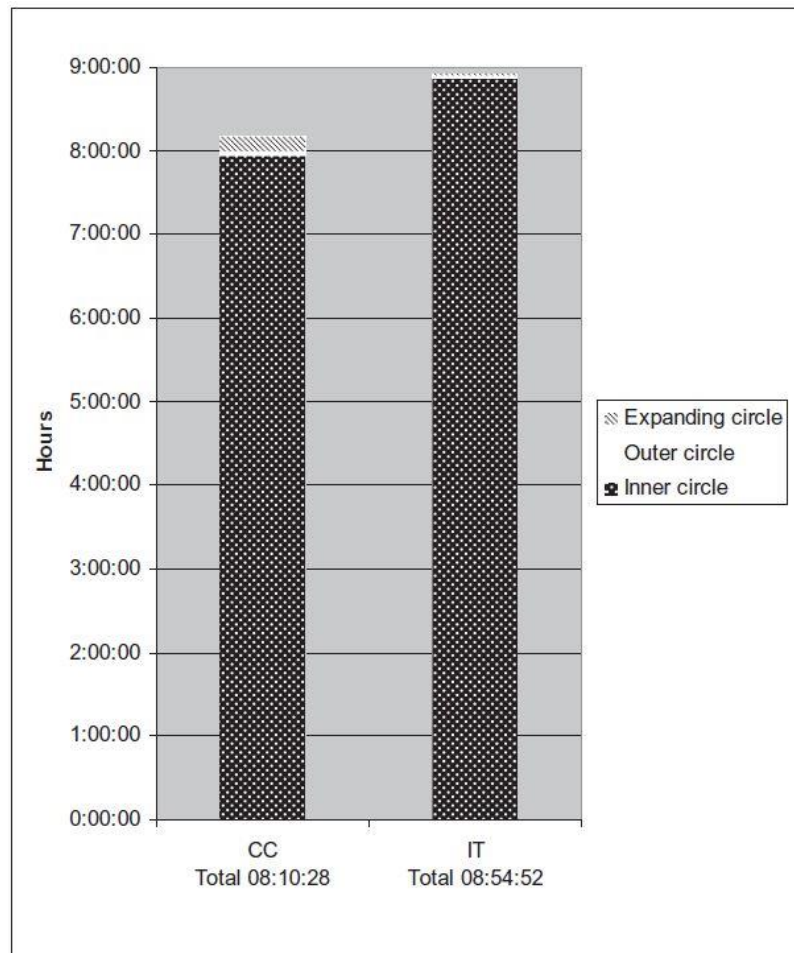


Figure 4. Inner, Outer and Expanding Circle accents in two Finnish textbooks (Kopperoinen, 2011, p. 80).

As cited by Chan (2014), Shin and Chen published an article in 2011 about several Asian countries in which textbooks that were distributed internationally, and concluded that the content of these textbooks was mainly based on cultures belonging to the Inner Circle.

In the study about ELT textbooks and curricula that was conducted by Chan (2014) in Hong Kong, it was found out in recent years, textbooks have given less importance to specific pronunciation and they have focused instruction on developing communicative skills. Moreover, situations presented in textbooks in which language is used have been adapted to Hong Kong contexts (Chan, 2014). More cultural elements have been included about other countries' festivals and

traditions; however, these materials are mainly focused on acquiring knowledge and not on creating contexts for intercultural communication (Chan, 2014). Finally, Chan (2014) concluded that NS English was still used as the main model for oral comprehension tasks. It seems that educators and researchers are working a way towards a more intercultural based textbooks, but it is a long and slow way until real change is achieved.

The lack of intercultural representation in ELT can lead to students' negative attitudes towards other types of English that do not follow the standard form. Students are not usually exposed to other varieties than those from the Inner Circle; therefore, they follow those varieties as a model and sometimes show reservations to other types of English. The following section will deal with how students perceive other English varieties. First, a perspective from speakers from the Inner Circle – British and American – is going to be offered. Then the section will describe non-native students' attitudes to different English varieties.

#### **2.4. Attitudes to the different English varieties**

As it has been mentioned in the previous sections, ELT is commonly based on the standard English varieties. According to Matsuda (2003), students can in fact feel rejection regarding the types of English that are not taught in class because of their only exposure to inner-circle varieties. Moreover, native speakers' negative approach to other varieties can also be extrapolated to non-native speakers' perception of those varieties (Veettil, 2013). British native speakers have considered their language superior to the American variety, and this has been observed to be affecting English learners' attitudes towards one or the other (Veettil, 2013). However, according to some studies, the reasons for English native speakers' negative attitudes towards other native accents could be further explored (Hiraga, 2005; Coupland & Bishop, 2007; Garret, 2010). This section of the paper will be first focused on analysing native English speakers' attitudes towards other native varieties. Then, foreign learners' perception of different types of English will be described.

##### *2.4.1. British and American varieties*

The standard British and American varieties are the most common in ELT. However, several varieties can be found within the British and American accents

that differ from the standard ones. Some scholars have analysed these varieties and how they are perceived by native speakers (Hiraga, 2005; Coupland & Bishop, 2007; Garret, 2010). In fact, negative attitudes can be observed among varieties from the same country (Hiraga, 2005; Garret, 2020). Giles conducted a study in 1970 about British students' attitudes towards different regional varieties (Garret, 2010). This research was very enlightening and was used as one of the stating premises for future studies (Hiraga, 2005; Coupland & Bishop, 2007). The participants of Giles' study had to answer three questions after having heard people speaking different varieties of English (Garret, 2010). The students' had to consider three dimensions: if they felt the accent sounded pleasant, if they would feel comfortable if they interacted with the speaker and the prestige or status they attributed to each speaker (Garret, 2010). The results showed more negative answers than positive ones. According to Garret (2010), only RP, French-accented and Irish varieties were considered to sound pleasant; students would feel confident with RP, North American and French accented speakers; and RP, Affected RP, North American and French-accented were associated with prestige. Moreover, a lowest prestige was linked to regional industrial accents (Garret, 2010). As it can be seen, North American and French-accented varieties acquired higher positions than other regional accents included in this research which could seem rather surprising. Nonetheless, the standard version (RP) appeared to be the accent that received the most positive attitudes from students regarding the three aspects in consideration.

A research project carried out by Hiraga (2005) revealed that British people did not show the same attitudes towards the different varieties of American English; conversely, some American accents received more favourable opinions than some British varieties. Hiraga's study consisted of three experiments aimed to analyse how British students perceived different American and British varieties, and the reasons behind those results. First, she asked participants to rate a set of speech samples; then, they had to answer a couple of questions; and finally, there was a debate based on a given prompt. The general results from this study concluded that varieties were not judged by country but by type of accent (Hiraga, 2005). The types of English were organised into three groups – standard, rural and urban – and classified according to participants' perception from more to less positive (Hiraga, 2005). This means that standard varieties received more

favourable opinions than rural or urban English, respectively. RP English was in first position as the British standard variety followed by Network American – the standard American variety. These types were followed by the West Yorkshire and Alabama varieties. And, in the last positions, the NYC and Birmingham accents. Even though British subjects seemed to feel a less positive attitude towards the American accent, their perception of urban English was more negative (Hiraga, 2005). Hiraga (2005) states that it was a result from class prejudice since the participants of this study belonged to the working-class. The results from this study appear to be very close to those obtained from Giles' research in 1970, as it was mentioned in the previous paragraph.

Coupland and Bishop (2007) carried out an online survey in the U.K. The participants were asked several questions about their perception of their own variety and about their general preferences regarding English varieties. They rated 34 different types including regional accents, some varieties related to British life and some accents around the globe. One of the questions revolved around the concepts of 'prestige' and 'pleasantness'. Some meaningful differences between the chosen variables were observed. Sex was one of these variables. The study showed that women gave both more prestige and attractiveness to regional accents mostly (Coupland & Bishop, 2007). Regarding U.K. regions, Scottish participants were the ones who showed more positive perceptions about both concepts (Coupland & Bishop, 2007). However, within the variable of age, more variation could be observed considering attractiveness. The oldest groups were more positive than the younger ones, but the younger ones were less conservative about standard accents (Coupland & Bishop 2007). This research provided with a different perspective.

Native speakers' negative attitudes towards other native varieties are normally disregarded in the analysis of foreign learners' approach to English; however, non-native speakers have the native varieties of the language as a model. Following this view, native speakers' perspective of other native accents should also be a significant aspect to take into consideration. The next section will look into some studies that were conducted on non-native speakers' attitudes to different English varieties.



#### *2.4.2. Attitudes to other English varieties*

Several studies dealing with attitudes to general English varieties have been carried out. Moussu (2010) carried out a research project in the United States in which students' attitudes towards Native-English-Speaking (NES) teachers and Nonnative-English-Speaking (NNES) teachers were put to a test. In general terms, it was found out that despite expectations, ESL students' attitudes were not so different. However, some slightly distinctions could be made. Students that had more advanced levels of English showed more positive attitudes regarding NNES teachers (Moussu, 2010). Since they have been studying the language for a longer period of time, it could be said that they already acknowledged NNES teachers' capability of teaching English and had the same results or better than NES. According to Moussu (2010), students from Korea, Thailand, Japan and China showed a less positive attitude towards NNES teachers while learners from Portugal, France or Spain showed a favorable response to both NNES and NES teachers.

Carrie (2017) carried out a similar project with university students in Spain. She defined attitude regarding one type of language or other as "one's evaluation of and disposition towards a speech variety and its speakers, consisting of thoughts, feelings and behavioural tendencies." (Eriksson, 2017, p. 430). Attitude towards a language variety could then be interpreted as the students' exteriorization of their feelings and beliefs about a certain type of language in terms of its evaluation and their inclination. In her study, she tried to analyse those three dimensions: cognitive, affective and conative. As a general overview, the results indicated that there was a tendency for the British variety, but there was also a common consideration of the American form to be more attractive socially (Eriksson, 2017). This could be interpreted as direct result from the American variety representation in the pop culture. There are more movies, tv series and even books that use this variety; therefore, it is probable that since students are more in contact with this accent, they may perceive it as more attractive.

Eriksson (2019) did her research on teachers' and students' attitudes in a Swedish upper secondary school regarding different varieties of English. 9 teachers and 129 students participated in this study. Regarding the teachers, Eriksson took into account whether they worked for public or charter schools, the programs they taught, their age, the years of their qualification and their years of

teaching experience. After that, they were all interviewed. Concerning the students' participation, they were all taught by one of the participant teachers. Students were asked to answer a questionnaire. The study concluded that the participant teachers normally taught the British variety, but they combined it with the American and pointed out the differences between them. On the other hand, the results showed that students preferred the American variety not only because of the level of exposure but also because they find it easier to speak (Eriksson, 2019). These results seem to be closely related to those observed in Carrie's research (2017).

As it has been explained during the different sections of this literature review, English speakers continue increasing through the years, and the varieties of this language should be taken into account in the process of ELT. The purpose of this theoretical framework was to highlight the existent gap in research dealing with Spanish students' attitudes towards English varieties in relation to vocabulary. Even though there are several studies that show how the focus of English teaching is mainly oriented towards the standard varieties of the language, it seems that further exploration on that specific aspect should be carried out.

RQ1: What status do Spanish Secondary EFL learners associate to different varieties of English and their specific vocabulary?

RQ2: What are their attitudes towards other varieties and that specific vocabulary?

RQ3: Which variety of English do they prefer?



### **3. METHODOLOGY**

The objective of chapter of the dissertation is to provide with detailed information about the methodology that has been followed for the elaboration of this research project. The approach that has been followed for this study is based on “mixed methods research” (Dörnyei, 2007). Quantitative research involves collecting numerical data that is mainly analysed statistically like, for instance, conducting a survey (Dörnyei, 2007). On the other hand, qualitative research is collects data from an instrument that allows for more open results like an interview (Dörnyei, 2007). However, it does not always have to be either one approach or the other. Mix methods research offers a combination of both research approaches. It fuses numerical with descriptive data.

This methodology is based on the design of a questionnaire that aims to describe and analyse real and specific data. The purpose is to draw conclusions about students’ attitudes, thoughts and beliefs of the different varieties of English. The chapter is divided into three sections, one devoted to describing the participants that took part in this study, then the research instrument is going to be described, and finally, the procedure of the research.

#### **3.1. Participants**

This research project is a cross-sectional descriptive study. A group of students will be analysed by means of two type of research instruments in a certain point of their academic year. The study was first intended to examine both students and teachers’ perspective of different varieties of English and their implication on vocabulary learning and teaching. This first idea aimed to offer a wider view of the topic by providing with the two sides of language teaching and learning: the teacher and the student. Nonetheless, it was a too broad proposal. Therefore, since the whole teaching process should be focused on a successful development of students’ process of learning, the project was finally targeted to only students. The purpose of this investigation is to examine students’ attitudes and perceptions of vocabulary from different varieties of English.

The participants of this project are a group of 50 students of 3<sup>rd</sup> of ESO from a high school in La Rioja (Spain). The students belong to two different class-groups, the first of which with a standard level of English for a 3<sup>rd</sup> of ESO student. The second class-group takes part in a high school project that is linked to the Official

School of Languages (*Escuela Oficial de Idiomas, EOI*), and their level is higher than that of the first group. One of the reasons for choosing 3<sup>rd</sup> year students lies on the aspect previously mentioned: the analysis of two groups of students with two different levels of English, and probably different attitudes towards the target language. Both groups follow the contents established by the curriculum of La Rioja (*Decreto 5/2011*), but the contents that are addressed in the group from the EOI section are developed further. The second reason to choose this level of education is that it is a crucial period for students' personal development. It is a middle ground between the start of compulsory secondary education and the year in which students must choose whether they want to continue their studies or enter the professional world.

The following section will describe the research instrument that has been elaborated for the development of this study. First, it will explain the reasons behind the creation of the questionnaire. Then, it will explain the parts in which the questionnaire is divided.

### **3.2. Instruments**

In order to collect data about the students' perception of different types of English and of their specific vocabulary, a questionnaire has been created. The literature review has enlightened the lack of research about the relationship between Spanish EFL learners' attitudes and the vocabulary of different English varieties. Several studies on English learners' attitudes have been carried out throughout many countries in the world (Hiraga, 2005; Carrie, 2017; Busse, 2017; Eriksson, 2019). Nonetheless, these studies were mainly focused on students' thoughts and perceptions of the different types of English or they only explore these aspects in relation to the phonetical level. Therefore, the purpose of this questionnaire is to cover this gap in EFL research, and to use this information to improve students' learning process and personal development.

The elaboration of this research instrument is based on some studies that used similar questionnaires for their investigation (Eriksson, 2017; Canga Alonso, 2019; Eriksson, 2019). The reason why the questionnaires of these research projects have been seen as the model for the creation of this instrument is that while they aimed to analyse both attitudes and varieties of English, they are also in line with the same perspective in which the present study is based. However,

as it is going to be explained in the following section, it should be taken into account that it is a pilot study due to the novelty of this questionnaire. This research instrument will be tested and may require some changes after examining the students' answers to it.

The structure of the instrument has been organised in a way that could help students understand what the questionnaire is about while slowly diving into the core of the study. Following this perspective, students are first asked about their motivation for learning English and their knowledge about other English-speaking cultures. Moreover, the document has been written in Spanish so that they can feel more comfortable writing in their mother tongue – or in the case that Spanish was not their mother tongue, they would still speak Spanish with a higher level of proficiency than English. In addition, even though a higher number of lexical samples could have been added, the amount of vocabulary has been reduced so as to keep students focused and motivated during the whole activity.

The questionnaire (see [Appendix 1](#)) consists of several questions some of which require students to write with their own words what they think or know about those matters. This part of the questionnaire resembles an interview that collects the students' opinions and beliefs in an open and elaborated way, for instance: "Have you been taught about different varieties of English? What do you know about them?". Other type of questions that can be found in this research instrument follow a quantitative approach. Regarding this view, there are a few tables in which students should designate a value from 1 to 4. To this section belongs the question that deals with their motivations for learning English. Finally, there are also questions that deal with specific vocabulary from different varieties of English; for instance, in one exercise students should choose between two options the one they think it is the right one. As for the parts of the instrument that involved vocabulary from different types of English, several internet sources have been used (Zimmer, 2010; Rao, 2016; Englisch-hilfden.de, 2020; Oxford University Press, 2020).

The varieties that have been chosen for this study are British, American, Australian and Indian English. The reasons behind this selection is that British and American accents are the main representations of English in ELT, and the varieties students are most acquainted with. Secondly, Australian English was chosen because it represents other native-speaker variety that is not very popular

in ELT. Lastly, Indian English was selected because it represents a country which does not speak English as a mother tongue, but it uses it for different social and political purposes and involves a large number of speakers.

In the following part of the research methodology, the procedure that would be followed will be addressed. This section will deal with the development of the study throughout the students' whole academic year.

### **3.3. Procedure**

Although the elaboration of this questionnaire has been based on other studies on ELT students' attitudes, it has not been used for research before. Therefore, it should be noted that changes to certain aspects of this instruments may be needed once it is run by the students. This fact has to be taken into consideration when it comes to the procedure of this research as well as to the analysis of the expected results.

This research is going to take place throughout the whole academic year. At the beginning of the first semester (September), students from both classes – standard 3<sup>rd</sup> of ESO and 3<sup>rd</sup> of ESO from EOI – will be delivered the questionnaire described in the previous section. It should be handed out as soon as possible because these first results will provide with a general view on the extent of students' knowledge about English varieties before the teaching practice starts. The findings will show if they know about the existence of other correct forms of English apart from the standard British and American accents and if students can recognize them. Moreover, the results will also reveal what cultures are represented in the students' process of language learning and how this knowledge about other cultures and communities is addressed. This information will be used to improve the contents and materials that are dealt with during the lessons of the second semester. In other words, during the second semester, students will develop their intercultural competence by learning about other English-speaking cultures.

In May, students will fill the same questionnaire in. It will be delivered in May instead of at the very end of the third semester (June) so students will be more focused and motivated since the year is not over yet. Moreover, with this schedule, they will still have time to prepare for their exams. Regarding the

research instrument, if any question presented comprehension problems during the first time it was delivered, it would be corrected or explained further. At this point of the study, students should have a different perspective or at least they should have a deeper view of the different varieties of English and the importance of their representation in ELT. Nevertheless, this aspect will be developed further in the following section that deals with the expected results from this research.





#### **4. EXPECTED RESULTS AND DISCUSSION**

As it has been explained previously, the purpose of this research is to analyse how students perceive different varieties of English. Therefore, the questionnaire described in section 3 of this dissertation is aimed to give students the opportunity to say what they know and what their thoughts are about this matter. In this part of the study, the three research questions are going to be addressed to try to cover the gap. In order to do so, the expected results are going to be discussed.

The questionnaire starts by asking students how many languages they speak. The idea behind this question is to see if there is any difference between those students who only speak two languages (Spanish and English) and those who speak more languages. The results may show that those learners with a wider knowledge about other languages have an open view about other cultures and other varieties of English. This is linked to the following question in which they have to rate their expectations behind learning English. If students like learning languages and consider them to be a tool to know about other people and cultures, their attitudes should be more positive (Byram, 1997).

The following questions ask students what they know about English varieties and whether they know which one they are learning in class. The questionnaire will probably show that some students may not very well acquainted with other varieties of English apart from the standard British and the standard American accents. Moreover, some students could not know what a language variety is which in turn could result in confusing answers.

Once students are acquainted with the topic, the next section of the questionnaire will address RQ1 (What status do Spanish Secondary EFL learners associate to different varieties of English and their specific vocabulary?) In this section, learners are supposed to complete several vocabulary exercises. In one of these exercises, students have to translate a number of words from Spanish to English. In other exercise they should choose the word they think is more adequate or more formal according to their views. The objective is to see which variety they choose – or know – to write down. Students may have heard/read some of these words in games or in other pop culture representations; words like “subway”, “flashlight” or “trash”. Students would have probably come across the American version of those words since it is the most popular variety represented

in pop culture. However, students may know the British variety of those words that are normally used in the classroom context: “shop”, “holiday”, “lift”, etc.

Furthermore, two exercises concerning to varieties of English besides the British and American are proposed. This section represents the first part of RQ2 (What are their attitudes towards other varieties and that specific vocabulary?). First, students should try to define or find a synonym for a set of words and expressions in Indian and Australian English. Once this has been completed, they should rate these four varieties in terms of language status. In this case what students are going to rate is the professionalism and simplicity of these varieties. Results may show that British and American are both considered professional varieties of English, but British English could receive a slightly higher score. Regarding their complexity, Australian or Indian varieties would probably be considered the simplest varieties of the selection.

For the second part of RQ2, and taking all the previous exercises into consideration, students should answer a question that deals with their attitude towards speakers of different varieties than their own. Figure 5 shows a projection of the possible results. The statement with the highest score would probably be “I don’t mind”; it would be followed by the second – but half lower – score “It’s interesting”; and finally, some people may give a high score to “I don’t like it”. This means that a fair number of English learners would be curious about other varieties and cultures, while the others will settle for what they already know or even show some reservations towards other varieties.

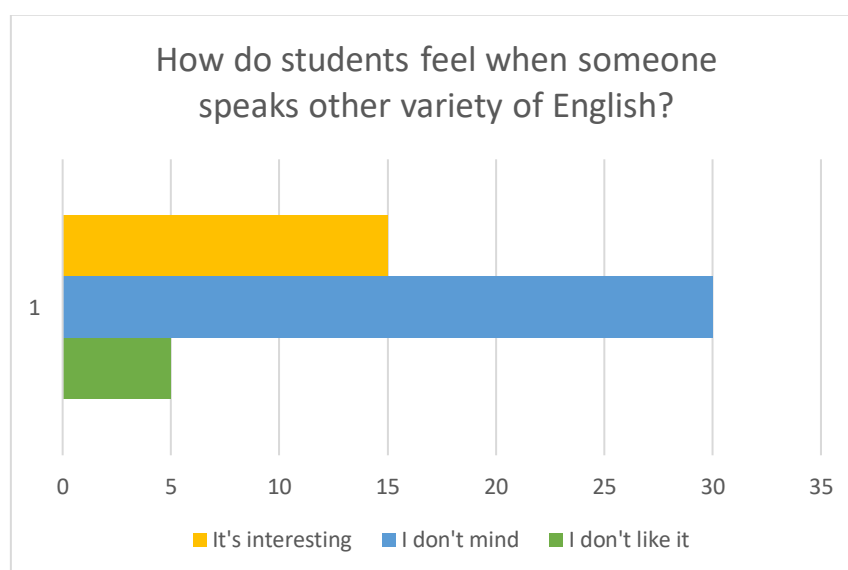


Figure 5. How do students feel when someone speaks other variety of English?

In regard with RQ3 (Which variety of English do they prefer?), students will be asked whether they would like to learn about other varieties of English, or they would prefer to focus just in one. The results for this question could be quite varied regarding the two main varieties. It depends on the variety that students have been reading and listening to during their whole learning process in which textbooks have a very important role. However, as it can be seen in figure 6, one of the possible outcomes is that students prefer the British variety over the American and over any others because it is normally taught as the main standard type of English.

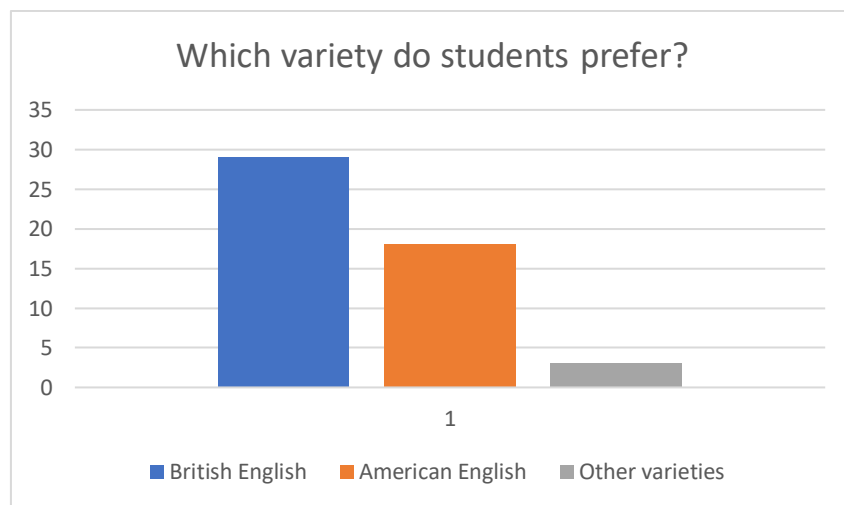


Figure 6. Which variety do students prefer?

In regard with the two groups of 3<sup>rd</sup> ESO this study is targeted to, results will be compared so as to see if there is any difference between the EOI group that has a higher level of English and the standard group. The results may show that there is indeed a slightly difference between both groups due probably to different motivations to learn English. Those who belong to the EOI group may like English more, and may also have a more open mind towards other cultures and varieties.

The end of this section leads to the last main chapter of this dissertation in which the final conclusions will be described in depth. The chapter will start with a general view of the study and will later present more specific reflections. Finally, the limitations of the research as well as its implications for further research will be addressed.



## **5. CONCLUSION**

It is undeniable that English speakers keep increasing year by year. This fact has caused the emergence of numerous varieties throughout the world. Nonetheless, the focus of ELT is not adapting properly to the reality that the number of non-native speakers is indeed larger than that of native English speakers. ELT practice is still usually aimed towards proficiency in the British and American standard varieties. In fact, learners normally feel compelled to learn and use those varieties in the most similar way in order to show their mastery of English. However, the weight of change falls on the teachers' shoulders. It is for this reason that this dissertation concentrated on analysing students' perceptions of other varieties of English. Its purpose was to describe those attitudes so as to enable teachers to improve their practice by adding contents that would develop students' intercultural competence.

This research project would lead to the conclusion that there is not enough inclusion of other varieties of English in ELT in Spain. English is not usually thought by students as a way of representing different cultures and identities apart from the American or British. Moreover, they have been learning these varieties for several years, so they may show reservations towards other types of English. Nevertheless, if the focus of language learning is shifted into a more cultural orientation, students would develop both their language proficiency and their intercultural competence which is a highly important aspect in secondary school education. The teachers' goal should not be targeted to highlight that English is a compulsory instrument for the professional future of students, but to help them acknowledge the importance of having an open mind to other people and their cultures, as that of developing a critical and responsible attitude towards themselves and what surrounds them.

One of the main shortcomings of this project has been the inability to gather real data. A perspective that has not yet been exploited in depth could have been examined; conversely, the conclusions that have been drawn are based on the literary review instead of students' first-person statements. Furthermore, not many studies that dealt with attitudes, varieties and vocabulary have been found, so this represented other limitation in the development of the study.

As for the implications of this work for future research, it could be said that there is a scarcity of research on the student's vocabulary knowledge about New

Englishes. This topic could be further developed in order to find a way of giving importance to EIL and to other varieties of English that remain in the shadows of ELT. Similarly, studies as the one presented in this dissertation should help teachers find new ways to include cultural representations in their practice since language learning plays a crucial role to foster the development of students' intercultural competence. It is through language learning that students are able to build a more personal connection with other cultures based on respect and open mindedness.

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## 7. APPENDICES

### 7.1. Appendix 1: Questionnaire

#### CUESTIONARIO SOBRE ACTITUDES DE LOS ESTUDIANTES HACIA LAS VARIEDADES DEL INGLÉS Y SU VOCABULARIO ESPECÍFICO

##### Datos personales del/la estudiante:

- Edad:
- Sexo: ☐ Mujer ☐ Hombre
- Lugar de nacimiento:
- Lugar de residencia:
- Lengua materna:
- Grupo del centro educativo al que perteneces: 3º ☐ 3º EOI ☐

**1. Sin tener en cuenta el nivel, ¿cuántas lenguas puedes hablar? Enuméralas.**

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**2. ¿Piensas que aprender inglés es importante? ¿Por qué? (1 no estoy de acuerdo, 4 totalmente de acuerdo)**

	1	2	3	4
Me gusta aprender idiomas				
Creo que es una herramienta para conocer otras personas y culturas				
Lo necesito para mi futuro laboral				
Mi familia quiere que lo aprenda				

**3. ¿Has aprendido en clase sobre las diferentes variedades del inglés que existen? ¿Qué sabes de ellas? ¿Puedes enumerar alguna?**

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**4. ¿Sabes qué variedad o variedades estás aprendiendo en clase? ¿Cuál o cuáles son?**

5. ¿Cómo dirías las siguientes palabras en inglés? No pasa nada si no conoces su traducción.

<b>Galleta</b>		<b>Vecino/a</b>	
<b>Papelera</b>		<b>Avión</b>	
<b>Vacaciones</b>		<b>Tienda</b>	
<b>Jardín</b>		<b>Pantalones</b>	
<b>Mamá</b>		<b>Metro (transporte)</b>	

6. Cada una de estas palabras en castellano tiene una traducción diferente según se utilice el inglés británico o el inglés americano. De cada pareja de palabras, ¿qué traducción te parece más correcta o formal? (No están ordenadas)

<b>Berenjena</b>	Eggplant <input type="checkbox"/>	<b>Ascensor</b>	Lift <input type="checkbox"/>
	Aubergine <input type="checkbox"/>		Elevator <input type="checkbox"/>
<b>Permiso de conducir</b>	Diving licence <input type="checkbox"/>	<b>Camión</b>	Track <input type="checkbox"/>
	Driver's license <input type="checkbox"/>		Lorry <input type="checkbox"/>
<b>Linterna</b>	Torch <input type="checkbox"/>	<b>Móvil</b>	Cellphone <input type="checkbox"/>
	Flashlight <input type="checkbox"/>		Mobile <input type="checkbox"/>
<b>Flequillo</b>	Fringe <input type="checkbox"/>	<b>Gamba</b>	Shrimp <input type="checkbox"/>
	Bangs <input type="checkbox"/>		Prawn <input type="checkbox"/>
<b>Jersey</b>	Sweater <input type="checkbox"/>	<b>Gasolina</b>	Petrol <input type="checkbox"/>
	Jumper <input type="checkbox"/>		Gas <input type="checkbox"/>

7. Las siguientes palabras o expresiones son de variedades que no suelen aparecer en los libros de texto cuando se aprende inglés. ¿Has leído/oído alguna vez estas palabras y expresiones? ¿Cómo las traducirías al castellano?

INGLÉS INDIO	
Cousin brother	
Prepone	
Veg	
What's your good name?	
Foreign-returned	

INGLÉS AUSTRALIANO	
Nana	
Cut lunch (noun)	
Sunnies	
Aussie	
Barbie	

9. En la siguiente tabla hay cuatro variedades del inglés. Teniendo en cuenta las preguntas anteriores, ¿cuál de ellas piensas que es más profesional? Asígnales un valor del 1 (la menos profesional) al 4 (la más profesional).

	1	2	3	4
Británico				
Americano				

Australiano				
Indio				

**10. Teniendo en cuenta las preguntas anteriores, ¿cuál de las variedades crees que es más simple? Asígnales un valor del 1 (la menos simple) al 4 (la más simple).**

	1	2	3	4
Británico				
Americano				
Australiano				
Indio				

**11. Si un compañero/a, u otra persona que hable inglés, utiliza otra variedad diferente a la que tú usas/te gusta más, ¿Cómo te sientes? (1 no estoy de acuerdo, 4 totalmente de acuerdo)**

	1	2	3	4
No me gusta				
Me da igual				
Me parece interesante				

**12. ¿Te gustaría aprender más sobre otras variedades del inglés? ¿O prefieres centrarte en una variedad? Explica tu respuesta.**

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**13. ¿Qué variedad o variedades crees que se deberían enseñar en el instituto? ¿Por qué?**

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